GOVERNMENT OF INDIA
HUMAN RESOURCE DEVELOPMENT
LOK SABHA

UNSTARRED QUESTION NO:36
ANSWERED ON:17.07.2017
Standard of Teacher Training
P. Shri Nagarajan

Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

(a) whether it is a fact that the standard of teacher training colleges has fallen down rapidly in recent years across the country;

(b) if so, the details thereof and the reasons therefor; and

(c) the action taken or proposed to be taken by the Government to improve the teacher training colleges across the country?

Answer

MINISTER OF STATE IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT
(SHRI UPENDRA KUSHWAHA)

(a) & (b) No study has been conducted by NCTE on this issue. However, there are several empirical pointers towards this fact and the most significant is the pass percentages of CTET examination. CTETs conducted during previous years reveal that output of the teacher training institutions are of sub-standard quality. The percentage of students who passed the CTET examination during the period 2011 to 2016 ranges from 0.9%in November, 2012 to 29.51% in February 2016 for paper I related to teachers of level I to V.The corresponding success rate for Paper II related to teachers of level VI to VIII is 0.45% in November, 2012 to 16.42% in September 2015. Thus, the overall poor pass percentages indicates that the quality of learning in TEIs is not satisfactory.

(c) The National Council for Teacher Education has taken several decisions in the past one year with a view to improve the quality of TEIs in the country. Some of recent initiatives are listed below:

(i) A new ranking and accreditation framework TeachR has been announced by NCTE. TeachR is a significant departure from the old system of assessing TEIs largely on the basis of physical infrastructure. The new framework used 4 pillars i.e. Physical assets (10%), academic assets (20%), Teaching-Learning Quality (30%) and Learning Outcomes (40%). An attempt is being made by NCTE to make this process objective and factual by putting all evidence on a digital platform and getting an independent set of expert teachers to assigned scores on the basis of peer review of the evidence. This will make it possible for TEIs being scored to later contest their scores and for it to be reexamined based on the evidence that has been digitised.

(ii) This accreditation is now valid only for a period of 5 years, after which a fresh accreditation shall be required.

(iii) A process has been put in place through which every two years the best 100 TEIs in the country will be announced.

(iv) Efforts are on to identify sub-standard TEIs through a mechanism of Mandatory Affidavit, whereby the TEIs are required to file necessary information through an affidavit.

(v) The interest from the Endowment Fund and Reserve Fund, which is being kept as fixed deposit in the joint name of institution and NCTE is proposed to be utilised to build capacity of staff and faculty of teacher education institutions and NCTE.

(vi) A National Teacher Platform (NTP) is under development to host a variety of quality academic resources for teacher educators, teacher pupils and in-service teachers. The NTP will also aid NCTE in performing certain regulatory functions.

(vii)A robust online system of granting recognition to new TEIs is envisaged. This is expected to substantially reduce unwarranted discretion and motivated delays.

(viii) For better supervision and optimum utilization of human and other resources, all recognition work is being centralized in New Delhi while the decision making process is being de-centralized with the help of digital processes so that members of the Regional Committee can take decision through online voting without having to travel to Delhi.

(ix) E-governance has been fully adopted in NCTE. It has gone fully paperless through the 100% adoption of e-office developed by NIC. This will help in better record keeping, speed and transparency.